

**Lockport City School District
ELA Grade 1
Unit 1
Aligned to the Common Core 2011-2012**

Unit 1 Title: Animals

Rationale: Students who are college and career ready will develop personal, cultural, textual, and topic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

Duration: 10 weeks

PHASE ONE: DESIRED RESULTS

GRADE LEVEL SPECIFIC COMMON CORE LEARNING STANDARDS:

***Note: highlighted standards are formally assessed within this unit.**

Reading for Literature

Ask and answer questions about key details in a text. (RL.1.1)

Identify the main topic and retell key details of a text. (RL.1.2)

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (RL.1.6)

Describe characters, settings, and major events in a story using key details. (RL.1.3)

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (RL.1.5)

Use illustrations and details in a story to describe its characters, setting or events. (RL.1.7)

With prompting and support, read prose, poetry of appropriate complexity for grade 1. (RL.1.10)

Make connections between self, text and world. (RL.1.11)

Reading for Information

Ask and answer questions about key details in a text. (RI.1.1)

Identify the main topic and key details of a text. (RI.1.2)

Describe the connection between two individuals, events, ideas or pieces of information in a text. (RI. 1.3)

Ask and answer questions to help determine or clarify the meaning of words or phrases in a text. (RI.1.4).

Know and use various text features (e.g. headings, glossaries, etc.) to locate key facts or information in a text. (RI.1.5)

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (RI.1.6)

Use the illustrations and details in a text to describe its key ideas. (RI1.7)

Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures) (RI1.9)

With prompting and support read informational text appropriately complex for grade 1. (RI.1.10).

Reading Foundational Skills

Demonstrate understanding of the organization and basic features of print. (RF 1.1)

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF 1.2)

- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Know and apply grade-level phonics and word analysis skills in decoding words. (RF 1.3)

- b. Decode regularly spelled one-syllable words.
- f. Read words with inflectional endings.

Read with sufficient accuracy and fluency to support comprehension. (RF 1.4)

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Writing

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (W.1.1)

Write informative/explanatory texts in which they introduce a topic, supply some facts about the topic, and provide a sense of closure. (W.1.2)

With guidance and support from peers and adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5)

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers (W.1.6)

Participate in shared research and writing projects. (W.1.7)

Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed. (W.1.11)

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W 1.8)

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or spelling (L.1.1)

- a. Print all upper- and lowercase letters.
- b. use common, proper, and possessive nouns

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.1.2a-e)

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (L.1.5)

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

Speaking and Listening

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (SL.1.3)

Produce complete sentences when appropriate to task and situation (SL.1.6)

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.(SL.1.1)

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (SL.1.2)

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (SL.1.5)

ESSENTIAL QUESTION:

- How are pets and wild animals the same and different?

**BY THE END OF THIS UNIT,
STUDENTS WILL KNOW:**
(What do I need to teach?)

- **Strategies for determining the following when reading informational text:** *How to* identify Main Idea, Supporting Detail, Facts, Illustration, Ideas and Conventions as a Trait of Writing. How to connect between main ideas and information within the texts. How to identify: Table of Contents, Glossary, Headings, Title Page.
- **Strategies to teach while reading literature:**
How to respond to literature by employing knowledge of literary language, textual features and forms. How to read, comprehend, reflect upon and interpret literary texts from a variety of genres and community cultures. How to connect between main ideas and information within the text and poetry. How to compare and contrast between fiction/nonfiction texts. How to describe characters, setting and sequence of events. Prompt and support the reading of poetry.
- **Strategies for writing informative/explanatory text:** *How to*

**BY THE END OF THIS UNIT,
STUDENTS WILL BE ABLE TO:**
(What do I need to model, coach the development of, and ask students to perform/do?)

- **Identify, from informational text read:** Main Idea, Supporting Detail, Facts, Illustration, Ideas and Conventions as a Trait of Writing. They will connect between main ideas and information within the texts. How to identify: Table of Contents, Glossary, Headings, Title Page.
- **Students will respond to literature by** Students will respond to literature by employing knowledge of literary language, textual features and forms. They will read, comprehend, reflect upon and interpret literary texts from a variety of genres and community cultures. They will connect between main ideas and information within the text and poetry. Compare and Contrast between fiction/nonfiction texts. Describe characters, setting and sequence of events. Read of poetry.
- **As writers of informative/explanatory text,** students will respond to an opinion

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| <p>respond to an opinion piece and/or to the guiding questions for topic, create a main idea, use supporting details, use facts from varied sources, revise, illustrate, make notes, and demonstrate effective use of ideas and conventions.</p> <ul style="list-style-type: none"> • Strategies for selecting appropriate research and publication tools online. • Strategies for applying and improving use of conventions: Demonstrate how to use proper use of capital letters, punctuation, word order and spelling when writing. Teach nouns (common, proper nouns) How to classify words and their relationships. • Strategies for demonstrating speaking, listening, and collaborative learning skills: <i>How to</i> demonstrate active listening, taking turns while others speak, speaking clearly, sharing facts found, asking questions for clarification, and use drawings or complete sentences to share details. • Strategies for Applying Foundational Reading Skills: <i>How to</i> follow words left to right independently, recognize high frequency words by sight and read emergent reader text accurately and fluently with comprehension. Teach features of a complete sentence. Teach Phonemic Awareness: words, syllables, sounds, CVC and consonant blends. | <p>piece and/or the guiding questions for topic, create a main idea, use supporting details, use facts from varied sources, revise, illustrate, make notes, and demonstrate effective use of ideas and conventions.</p> <ul style="list-style-type: none"> • Use internet to research and publish writing. • Apply conventions: : Students will demonstrate the proper use of capital letters, punctuation, word order, nouns and spelling when writing. Students will demonstrate understanding of classifying words and their relationships. <p>Demonstrate speaking, listening, and collaborative learning skills: Students will demonstrate active listening, taking turns while others speak, speaking clearly, sharing facts found, asking questions for clarification, and use drawings or complete sentences to share details.</p> <ul style="list-style-type: none"> • Foundational Reading Skills: Students will follow words left to right independently, recognize high frequency words by sight and read emergent reader text accurately and fluently with comprehension. Understand features of a complete sentence. Demonstrate Phonemic Awareness: words, syllables, sounds, CVC and consonant blends |
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| PHASE TWO: ASSESSMENT EVIDENCE | |
| Pre-Assessment Task Unit 1 Culminating Task | Formative Assessment Process: |
| What will the student do or produce to demonstrate their understanding and abilities? | <ul style="list-style-type: none"> • How will the teacher support performance on this task? • How will the teacher formatively assess student work and provide feedback? |
| Students will..... <ul style="list-style-type: none"> • Learners will, with teacher support, think about the animals they have chosen. • They will brainstorm potential questions that will then guide their research about their favorite pet and wild animal. <u>This will be captured on their note-sheet.</u> (RI.1.1) (W.1.5) • Learners will read various texts and capture main ideas and details about the attributes and needs of their pets and wild animals. They will also seek answers to their research questions, using a variety of sources. <u>This will be</u> | Teacher will..... <ul style="list-style-type: none"> • Lead a full class conversation about pets and wild animals. • Support writers as they capture guiding questions for research on their note-sheets. • Provide access to various print and digital texts about animals. Guide them toward the identification of main topics and key details. Support them in documenting in note-sheets. • Provide little support to writers as they complete the timed writing task. Collect. Use rubric to capture NYS pre-assessment data and frame feedback |

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| <p><u>captured on their note-sheet.</u> (RI.1.2) (W.1.7) (W.1.10)</p> <ul style="list-style-type: none"> • Timed Writing: Each learner will use their note-sheets to independently create a list of details about their pet and wild animal. They will write one paragraph that names and gives examples of pets and wild animals. They will use explicit criteria that defines what a pet and what a wild animal are. They will write a second paragraph that answers the question – Is it a good idea to keep a wild animal as a pet? <u>This piece will be collected and used for NYS pre-assessment purposes.</u> (W1.1) (W.1.2) (W.1.5)(W.1.7) (L.1.1b) (L.1.2 a-e) • They will use teacher feedback to revise and improve their work, which may then be used for summative assessment purposes (i.e. taken for a grade). (W.1.2) (W.1.5)(W.1.7)(L.1.1 b), (L.1.2 a-e) • Learners will study examples of presentations and use what they have learned about pets and wild animals to capture ideas for a presentation that they might give. They will capture their ideas in their <u>note-sheets</u>. (RI.1.6)(W.1.2)(W.1.5) • They will draft a presentation about their animals, using their lists and their ideas from their note-sheets. This will be done as a written assignment, supported by the use of digital tools. | <p>for writers.</p> <ul style="list-style-type: none"> • Provide feedback to writers on timed writing tasks and guide revisions. Collect for summative assessment purposes, if you wish. • Provide access to necessary resources and support writers as they generate ideas and presentation plans, using note-sheets. • Help writers draft their presentations, using helpful digital tools. • Support writers as they use rubric to self-assess, reflect, and set goals. These will be captured in note-sheets. • Support them in revisions, and collect. • Use rubric to capture NYS pre-assessment data and frame feedback to writers. • Provide feedback to writers and coach them to use peer-review process. Help them capture findings from peer review in note-sheets. • Support writers as they revise in response to feedback and prepare to present. Use presentation for summative assessment purposes, if you wish. • Collect note-sheet and score. Submit data for NYS pre-assessment purposes. |
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(RI.1.6)(RI.1.2)(W.1.2)(W.1.6)(W.1.11)
(L.1.1b) (L.1.2 a-e)

- Learners will use a criteria-specific rubric to self-assess and the note-sheet to reflect and set goals. They will revise their draft, which will be submitted to the teacher for NYS pre-assessment purposes. (W1.1)(W.1.2) (W.1.5) (W.1.6) (W.1.11) (L.1.1 b), (L.1.2 a-e)
- The teacher will provide criteria-specific feedback to writers on these drafts. With guidance and support from adults, peers will then provide criteria-specific feedback on several drafts completed by others, using the peer review process. Findings from peer review will be captured on their note-sheets. (W.1.5) (SL.1.3) (SL.1.6)
- Learners will revise their work in response to feedback received and publish it for an authentic audience. This may be used for summative assessment purposes (i.e. taken for a grade). (W.1.1) (W.1.2) (W.1.5)(W.1.11) (L.1.1 b), (L.1.2 a-e)
- Students will submit their note-sheets for NYS pre-assessment purposes.(W.1.2) (W.1.5)(W.1.7)(L.1.1b)(L.1.2a-e)

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**PHASE THREE:
WHERE REMAINING SKILLS AND CONTENT CAN BE TAUGHT WITHIN THE
LITERACY BLOCK**

| MOMENT: | PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS: | USING THESE RESOURCES: |
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| GUIDED READING | Target comprehension, fluency, listening and speaking and/or language skills | Scott Foresman Unit 1 leveled readers Rubrics Checklists Annotated Records |

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| SHARED READING AND LISTENING TO AUDIO VERSIONS OF TEXT | <ul style="list-style-type: none"> • Main Idea • Cause and Effect • Author's Purpose • Compare and Contrast • Character and Setting • Realism vs. Fantasy • Supporting Details • Use of Facts/Opinions • Text • Illustration • Ideas and conventions as Traits of Writing • Active Listening • Taking turns as others speak • Speaking Clearly • Sharing facts found • Asking questions for clarification • Using drawings to share to details | <p>Individual or small group—selected text relevant to themed topics</p> <p>Sam Come Back! by Susan Stevens Crummel</p> <p>A Fox and a Kit by Leya Roberts</p> <p>Animal Park by Judy Nayer</p> <p>A Kid's Best Friend by M. Ajmera and A. Fisher</p> <p>Babies On the Go by Linda Ashman</p> <p>-Rubrics -Checklists -Annotated Records -Selection Tests</p> |
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